

The Avenue Day Nursery

Inspection report for early years provision

Unique reference number	EY411995
Inspection date	29/11/2010
Inspector	Doreen Forsyth
Setting address	Chalkcroft Lane, Penton Mewsey, Andover, Hampshire, SP11 0RD
Telephone number	07595606032
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

The Avenue Day Nursery at Penton opened in 2010. The nursery is one of two that are privately owned by the partnership of Amber Roots and Emma Parker. The nursery is situated in converted stables in the village of Penton Mewsey, near Andover in Hampshire. It is in a very rural position with large outside play spaces.

The nursery is registered on the Early Years Register to care for up to 46 children in the early years age range; of these, 23 may be under the age of two. Currently there are 21 children on roll aged between eight months and three years old.

There are four members of staff working with the children; of these, three have relevant Level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Avenue Day Nursery at Penton has recently opened but already the children are settled and happy and enjoy the good range of activities that are provided. The children thrive in the attractive setting and enjoy the interesting outside play environment; they are making good progress in their learning. The staff recognise that each child is unique and has individual needs; they work closely with parents to ensure these needs are met. All children are welcomed and valued. The setting is beginning to put processes in place for formal self-assessment, and the staff continuously make improvements and changes as new families join the nursery. They develop and implement policies and procedures that promote most aspects of health and safety well.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve fire evacuation drills through maintaining accurate records of all adults on the premises
- extend self-evaluation and quality improvement processes as the basis of ongoing internal review - assessing what the setting offers against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

The nursery is well organised. Most of the policies, procedures and records that are necessary for the safe and efficient management of the setting, to meet the requirements of the Early Years Foundation Stage and to ensure the children are

kept safe, are in place and well kept. Children learn how to safely evacuate the premises through practising fire drills, although there is no record kept of adults on the premises to develop safety further. Keeping children safe is a priority at the nursery; very good child protection procedures are in place and are shared with parents. Staff are very confident in the steps they would follow if they have any child protection concerns. All staff are vetted and undergo good induction procedures. This safeguards the children well. Most staff have relevant early years qualifications and they are encouraged to attend training events to further their skills and knowledge.

Staff continuously risk assess; they ensure that the premises are kept safe, secure and any potential hazards to the children have been minimised, both inside and in the garden. Children play in a very welcoming and stimulating environment. There are displays of the children's work, posters and information for parents on the walls. Currently two areas of the premises are used; other rooms will be available as the nursery expands. Babies have their own well-equipped rooms upstairs, with rooms for sleeping, lots of suitable toys and resources, comfortable cushions, and play space. Throughout the nursery the resources are well organised and stored so that the children can easily select their toys and choose what they wish to play with.

The nursery welcomes and values all children, including those that may have special educational needs and/or disabilities or who speak English as an additional language. They work in partnership with parents and any other providers or services that the children may use to ensure the integration of the children's care and education. Although they have just started to formally self-evaluate, they have good systems in place to help the management and staff recognise their strengths and act upon any areas for improvement. The setting is committed to enhancing the children's well-being and education by planning for continuous evaluation and improvement.

The quality and standards of the early years provision and outcomes for children

The staff are focused on helping all the children feel valued and they make good progress in their learning and development. Staff provide a wide range of age-appropriate activities that are planned to promote the six areas of learning, for example, the children enjoy craft activities such as painting, sticking and exploring glitter in water. Staff help the babies enjoy opportunities to explore paint. The children join in well when singing songs and listen intently to stories. They enjoy role play and use small-world toys such as animals and roadways. The key workers observe and record the children's activities and achievements using learning journals. Each child's starting point is identified after information is obtained from and discussed with parents. Staff plan activities that will help each child to progress using the information they have gleaned from the observation records. Parents are welcomed to see and add to these records at any time.

The nursery has an excellent 'sensory room' which all the children are able to

access; this is particularly attractive to babies and children who have special educational needs and/or disabilities. Each day the children play outside in the fresh air and have good opportunities to practise their physical skills; they enjoy using the ball pits in the playrooms. The staff often take the children on walks in the local area; they walk in the village or the woods, play in the nearby play park, go to see the horses in the stables next door and the sheep in the adjoining fields. These activities help the children learn about the natural world and their local environment.

The children's good health and well-being are effectively promoted. The staff use very good hygiene practices, such as when changing nappies. The environment is kept very clean and well maintained. Children are helped to use good hygiene routines, for example, they learn to wash their hands before eating and are encouraged to clean their teeth after lunch. The children rest and sleep according to their individual requirements; there are cots with their own bedding for the babies, and toddlers use individual sleep mats. The nursery provides children with nourishing home cooked meals and snacks. Children's individual dietary needs are always met. Children freely access their own drinking water throughout the day. The children currently in the setting are quite young but they are beginning to learn to keep themselves safe, for example, staff remind them not to run indoors as they might fall, they discuss road safety when out walking and take part in regular emergency evacuation practices.

Staff help the children to learn to behave well and consider the needs of others; they are encouraged to share and take turns. Through the activities they take part in such as celebrating different special events and festivals, and some of the resources they use, the children begin to learn about the wider world and to value diversity. The children's communication and literacy skills are fostered and they have opportunities to use information technology; this develops some of the skills they need for their future learning. The babies are encouraged to explore their surroundings; the children are encouraged to be active, inquisitive and independent learners.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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